



IIOE Asia-Pacific Mid-Year Meeting 2021

Thoughts on the Framework

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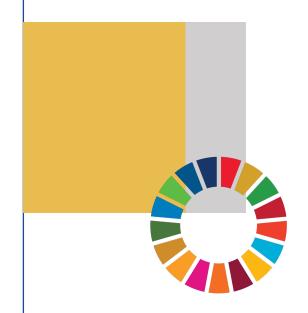




Dimensions and phases



The dimensions and phases are reasonable; specific competencies are well identified for practical usage.



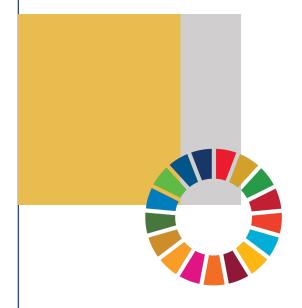
The phases of knowledge acquisition, application, creation, and sharing intuitively reflect the practices of the HEI workforce.





Improvements might include

Convergence



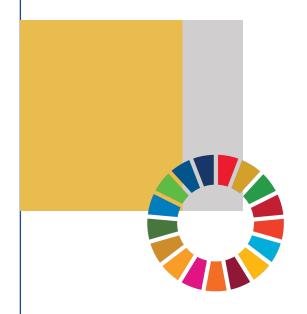
Why blended learning or online learning:

- Increases the effectiveness and efficiency of traditional objectives : discipline-based knowledge
 - New challenge: How to integrate or converge distribution by subject matters, such as mathematics, science, and engineering, for complex problem solving
- For example, coding, computational thinking, and artificial intelligence should be integrated into traditional disciplines such as management, art, or engineering.



Improvements might include





Frequently asked questions:

 How can educators promote active participation or learner engagement in online and blended learning?

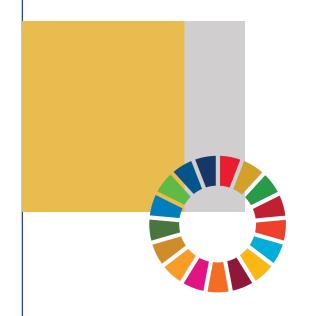
Institutional development: and supporting a changing agency such as a Center for Teaching and Learning or a Online Teaching Innovation Center to help faculty acquire skills for promoting learner engagement.





Improvements might include





Optimal use of ICT through formative evaluations

- -Feedback from students are very critical and having a systematic review process should be included in the ICT and the institutional development dimensions
- The review or feedback systems should be monitored by university leadership within different levels: departments, colleges, and the institution itself

